LIBRARY MANUAL OF UNITED STATES HISTORY. • W. C. LANSDON

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UNITED STATES OF AMERICA



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A LIBRARY MANUAL

—OF THE—

CONSTITUTIONAL AND POLITICAL

HISTORY OF THE UNITED STATES

WITH OUTLINES, REFERENCES AND TABLES.

AN ADAPTATION OF THE LABORATORY METHOD

OF INVESTIGATION.

For the Use of Students of United States History.

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FORT SCOTT, KANSAS.

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MONIFOR BOOK & PRINTING CO., FOR SCOTI, KAUSAS,

INTRODUCTION.

Constant progress in the science of education and constant improvement in the art of teaching have made it necessary to revise, and sometimes to discard methods of study and instruction long held to be superior. The prominent place of the natural sciences in all the accepted schemes of modern education has made the laboratory and its methods familiar to most teachers and students. The excellence of the laboratory system of instruction is proved by the satisfactory results obtained by its use. Sciences which had always been excluded from the school room on account of their inherent difficulties have become favorite subjects of study. Students who had always been unable to attain even common-place proficiency in the learning of the text books have been converted by the laboratory into earnest and successful searchers after knowledge.

Thoughtful teachers, observing the success of the method of investigation in the sciences, soon began to use it in other departments of instruction. They have succeeded so well that its extension is now desired by all students of the art of teaching. New life and renewed enthusiasm have been infused into the instruction and acquisition of many subjects whose study, under the old system, had become perfunctory and unprofitable.

In the universities and colleges, history was one of the first branches to benefit from the reform. Young professors, returning from Germany, imbued with the enthusiasm for careful and scientific research that prevails in the great continental universities introduced the seminar and the laboratory into the new history courses recently offered by all our higher institutions of education. Men have learned that there is as much fascination in conducting a research in history as in chemistry—frequently the results are more valuable. But the reform has made itself felt but slowly and feebly in schools of elementary and secondary rank. The dry-as-dust text books and monotonous daily recitation of the same committed to memory have remained in the high schools, normal schools and smaller colleges.

This book is an attempt to adapt the new method in history to the work of schools that have the means and the time to use the methods of the university. The outline and references indicate the nature of the work that may be done. The reading is assigned by topic and the references are set opposite the subjects to be discussed in order that neither time nor energy may be wasted in searching through many books, or many parts of one book, for the particular paragraph that may be pertinent to the lesson. Every teacher of history has been hindered by the tendency of his students to accept as true beyond question, the conclusions of the author of the text book used. This method requires every student to read several writers on each subject of importance. Such reading necessarily discovers a great diversity of opinion among men, each one of whom is, in some measure, an anthority. The student, in reading and comparing so many different views, is ultimately compelled to think for himself. This independent thinking he does from such data and in such manner that his conclusions, crude though they may be, are far more valuable to him than the ready-made opinions of any man however great. By this method the learner's mind is not only informed, but what is better, it is trained and disciplined into the invaluable habits of comparison, analysis, and generalization. power of bold, original and vigorous thought is developed.

In addition to the careful reading of the required references and thoughtful discussion of the work by the class, each student should be required to present from three to five essays on themes selected by the teacher. These should be criticised by the instructor, revised by the writer, and afterwards read and discussed in the class if time permits. In study, notes should be made, but not at such length as to use very much time. A student can usually gain more by a few moments' serious thought on a point that seems to be of special importance than by making a note which, in most cases, is never read. The blank pages in the Manual are entirely inadequate to the exigencies of copious notemaking. They are intended for additional references and to preserve any matter especially pertinent to the topic on the opposite page.

The course is divided into fifty parts. Each of these divisions can be sub-divided into as many lessons as the time given to the subject permits. Very satisfactory work can be done in a course of one hundred daily lessons. One hour should be given to the recitation, two hours to preparation. The familiar aids and arts of the history teacher should all be employed to increase the interest in the work. Maps, charts, diagrams, pictures, coins, curiosities, and whatever will awaken interest and provide instruction should be properly used.

The library may be large or small—the larger the better. But lack of books need not long prevent any high school or normal school history teacher from adopting this method. Fifty dollars expended for books carefully selected from the works cited in this Manual will provide an equipment with which effective work can be done. It is believed that this course in the constitutional and political history of the United States, following the careful study of some standard text book, will

revive interest in American history in those secondary schools where there now seems to be a tendency to neglect it in favor of other subjects of far less importance in the education of good citizens.

These outlines and references have been used for five years with gratifying success. Students who have done the work required have learned to think for themselves, have acquired systematic habits of research, have grown familiar with a large number of the best historical books, and have become well informed in the constitutional history of the republic. This Manual is now printed with the hope that it may assist in the promotion of right methods of historical study among a class of students who can not profit from the progress of the universities.

While intended, primarily, for the use of teachers and students of history in the schools, it is believed that this book will be of great value to all who have a taste for American history and can obtain access to the authors cited. In the selection of works of reference care has been taken to use for the most part books that are generally easily accessible, and are not very expensive. Most of them will be found in every school or public library, and a large proportion of them in many private collections. The general reader is heartily welcome to the use of this book, but the chief hope of the writer is that it may teach the teacher to use the library as the history student's laboratory

LIBRARY MANUAL OF U.S. HISTORY.

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TOPICAL OUTLINE WITH REFERENCES.

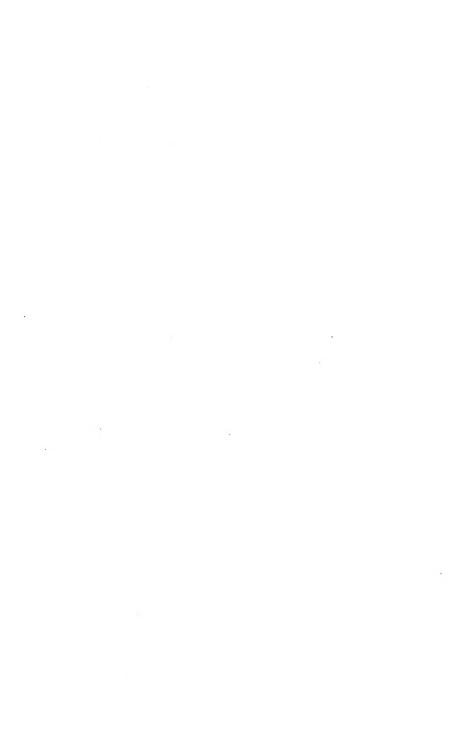
I. Introductory Lesson.

- 1. METHODS OF THE COURSE.
 - a. Note-taking.
 - b. Habits of study.
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- 2. Discussion of Authorities.
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 - c. Historical Cities.
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 - 3. State and Local Courts.
 - d. Periodical Literature. Newspapers.
 - 2. Annuals and Almanacs.
 - 3. Magazines.
 - 4. University Publications.
 - 5. Society Proceedings.
 - t. American Statesmen Series. e. Biography.
 - 2. Makers of America Series.
 - 3. Appleton's Cyclopedia of Biography.
 - f. Works of Statesmen.
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- 2. Benton's Thirty years View.
- 3. Seward's Works.
- 4. Stephens' War between the States.
- 5. Washington's Works.
- 6. Davis' Rise and Fall of the Confed
 - eracy.
- 7. Adams' Works.
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 - 3. Schouler.
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 - 9. Adams. 10. McMaster.
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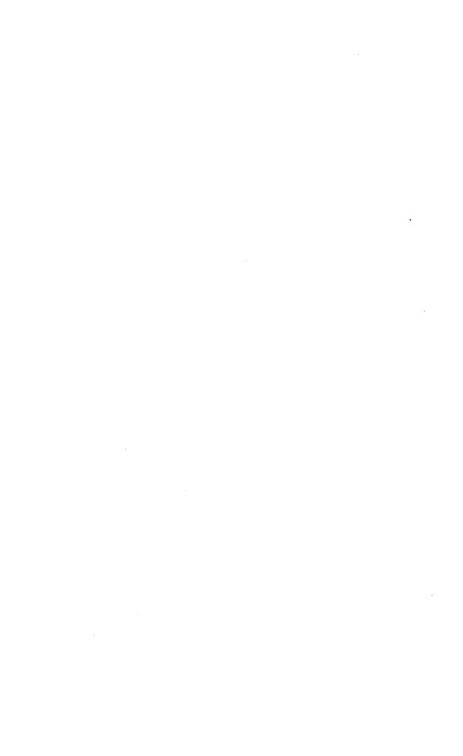


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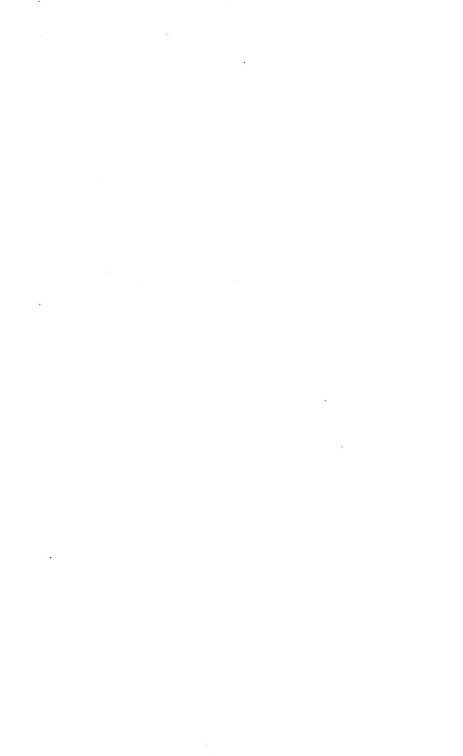
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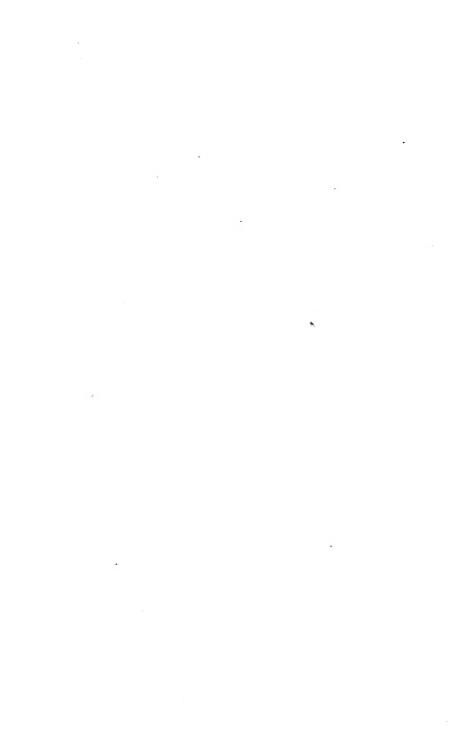
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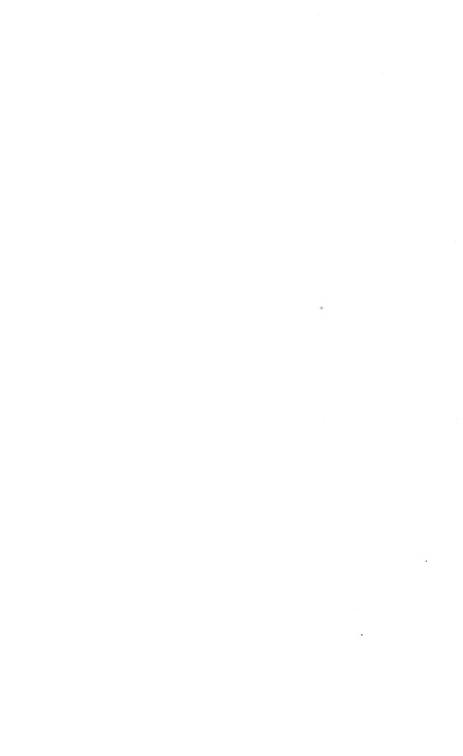


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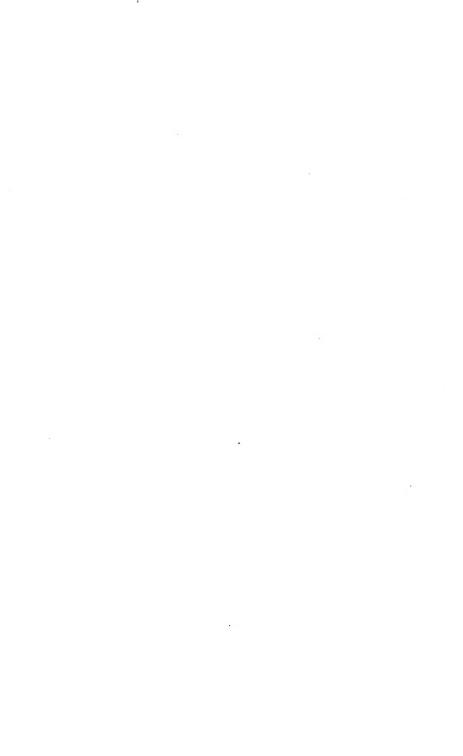
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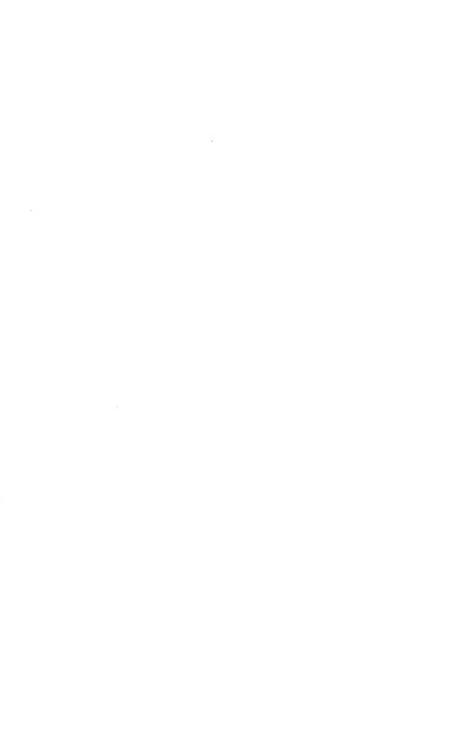
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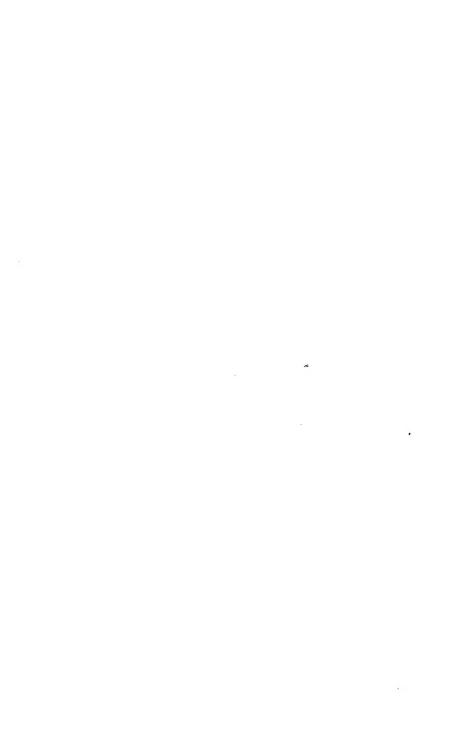
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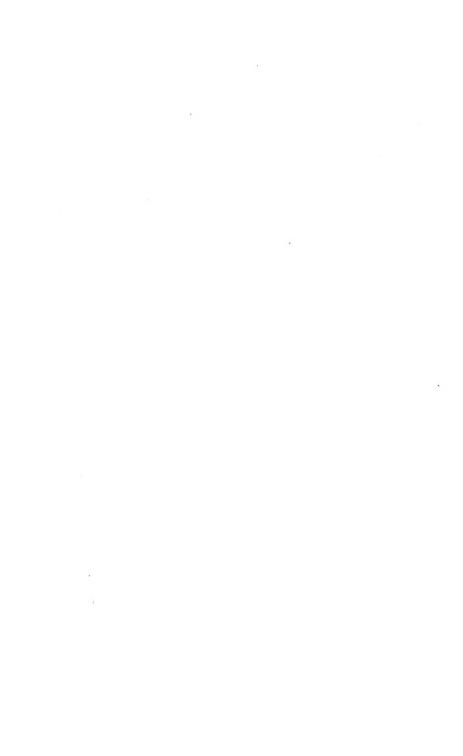


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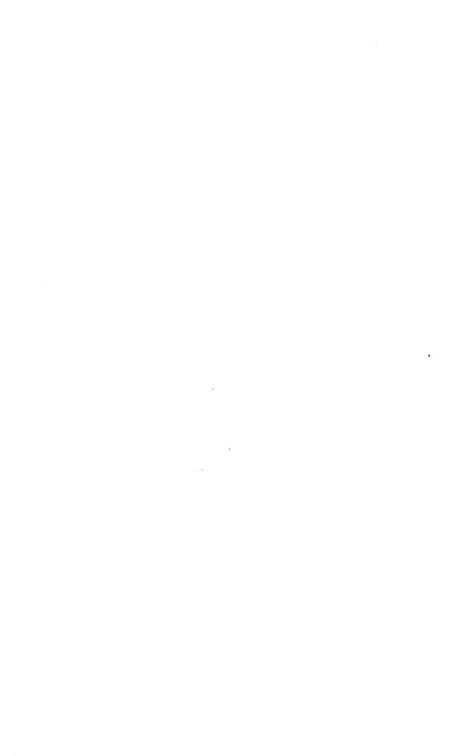
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CURRENCY CONDITION.

1860-1893,

Date.	Population.	CURRENCY.						
July 1st		Total Stock.	In Treasury.	In Circulation.	Capita Circ'n			
1860	31,443,321	\$ 442,102,477	\$ 6,695,225	\$ 435,407,252	\$13 8			
1861	32,064,000	452,005,767	3,600,000	448,405,767	14 9			
1862	32,704,000	333,452,079	23,754,335	334,697,744	10 2			
1863	33,365,000	649,867,283	79,473,245	595,394,038	17 8.			
1864	34,046,000	680,588,067	35,946,589	669,641,478	19 6			
1865	34,748,000	745,129,755	55,426,760	714,702,995	20 5			
1866	35,469,000	729,327,254	80,839,010	673,488,244	18 90			
1S67	36,211,000	703,200,6 2	66,208,543	661,992,069	18 28			
1868	36,973,000	691,553,578	36,449,917	680,203,661	18 30			
1869	37,756,000	690,351,180	50,898,289	664,452,891	17 60			
1870	38,588,371	697,868,461	47,655,667	675,212,794	17 50			
1871	39,555,000	716,812,174	25,923,169	715,889,005	18 10			
1872	40,596,000	737,721,565	24,412,016	738,309.549	18 1			
1873	41,667,000	749,445,610	22,563,801	751,881,809	18 o.			
1874	42,796,000	781,024,781	29,941,750	776,083,031	18 1			
1875	43,951,000	773,273,509	44,171,562	754,101,947	17 1			
1876	45,136,000	765,683,284	63,073,896	727,609,388	16 1:			
1877	46,353,000	738,053,847	40,738,964	722,314,883	15 3			
1878	47,598,000	766,253,576	62,120,942	729,132,634	15 3			
1879	48,866,000	1,051,521,541	232,889,748	818,631,793	16 7			
1880	50,155,783	1,205,929,107	232,546,969	973,382,228	19 4			
1881	51,316,000	1,406,541,675	292,303,704	1.114,238,119	21 7			
1882	52,495,000	1,480,531,719	306,241,300	1,174,290,419	22 3			
1883	53,693,000	1,643,489,816	413, 184, 120	1,230,305,696	22 9			
1884	54,911,000	1,705,454,189	461,528,220	1,243,925,969	22 6			
1885	56,148,000	1,817,658,336	521,089,721	1,292,568,615	23 0			
1886	57,404,000	1,8085.59,694	555,859,169	1,252,700,525	21 8			
1887	58,680,000	1,900,442,672	582,903,529	1,317.539,143	22 4			
1888	59,974,000	2,062,955,949	690,785,079	1,372,170,870	22 8			
1889	61,289,000	2,075.350,711	694,989,062	1,380,361,649	22 5			
1890	62,622,000	2,144,226,159	714,974,889	1,429,251,270	22 8			
1891	63,975,000	2,195,224,075	697,783,368	1.497,440,707	23 4			
1892	65,520,000	2,371,224,734	768,151,396	1,603,073,388	24 4			
1893	65,946,000	2,120,281,093	526,554,682	1,583,726,411	23 8			

Taken from Reports of the Treasury Department.

COMPARATIVE POLITICAL POWER OF THE SECTIONS.

	COLORED.	:	757,205	1,002,037	1,377,808	050,177,1	2,328,042	2,873,048	3,638,808	4,441,830	4,880,000	6.580,793	7,470,040
ATHON.	TOTAL.	:	3,929,214	5,308,483	7,239,881	9,633,822	13,800,020	17,009,453	23,161,870	31,443,321	38,558,371	50,155.783	62,622,250
POPULATION	NORTH.	:	0,968.040	2,686,582	3.800,000	5,140,023	7,012,399	0,828,022	13,348,402	19,127,838	24,549 050	31,470,835	40,112,253
. Н	SOUTH.	:	1,961,171	3,010,298	3,439,182	4,484,799	5,848,303	7.335 431	9,004,050	12.314.373	14,009,315	8+6+480'81	22,509,097
9 %	Total.	16	132	174	729	201	290	†87	299	313	37.7	Sot	-
ELECTORS	North.	67	-1	93	130	147	991	191	179	981	230	255	285
131	South.	45	61	8	66	+11	124	1'	130	127	138	153	150
	Tutal.	65	901	7	193	213	242	232	237	243	293	332	356
ногѕк	North.	35	57	17	112	123	142	7	147	148	187	211	229
=	South.	30	67	0.5	18	96	100	16	οń	95	901	121	127
<u></u>	Total	26	56	55	36	\$	S+	52	0.2	0/	7.	9/	%
SENATE.	South. North. Total	7	+	91	21	57	54	36	32	38	45	‡	56
ż	Nouth.	12	1.2	91	S.	54	77	36	30	32	32	32	32

1813

1803

1793

These figures are taken from the Compendium of the Eleventh Census.

1893

1863 1873 1883

1853

1843 26

1833

1823 | 24

Summary of Popular and Electoral Votes in Presidential Elections,

Year.	No. of States,	No. of States, Total Total Volume ABLE C.		PRESIDENT.	States.	Popular Vote.	Elect. Votes.
1789	10	73		George Washington, John Adams, Scattering, Vacancies,			6: 3: 3:
1792	15	135	Federalist, Federalist, Republicau, Republicau, Republicau,	George Washington, John Adams, George Clinton, Thomas Jefferson, Aarou Burr, Vacancies.			13: 7: 5:
1796	16	138	Federalist, Republican, Federalist, Republican,	John Adams, Thomas Jefferson, Thomas Pinckney, Aaron Burr, Scattering,			7 6 5 3
1 700	16	138	Republican, Republican, Federalist, Federalist, Federalist,	Thomas Jefferson. Aaron Burr, John Adams, Charles C. Finckney, John Jay,			7. 6, 6,
1804	17	167	Republican, Federalist,	Thomas Jefferson, Charles C Pinckney,	15		16
808	17	176	Republican, Republican, Federalist,	James Madison, George Clinton, Charles C, Pinckney, Vacancy,	5		12
1812	18	218	Republican, Federalist,	James Madison, De Witt Clinton, Vacaucy,	7		12 8
1816	19	221	Republican, Federalist,	James Monroe, Rufus Kiug, Vacancies,	16		18 3
820	2.1	235	Republican,	James Monroe, John Q. Adams, Vacancies,	24		23
1824	24	261	Republican, Republican, Republican, Republican,	Andrew Jackson, John Q Adams, Wiliam H. Crawford, Henry Clay, Vacancy,	10 8 3 3	155,872 105,321 44,282 46,587	9 8 4 3
1828	24	261	Democratic. Nat. Republican,	Andrew Jackson, John Q. Adams,	15	647,231	17
1832	24	288	Democratic, Nat. Republican, Anti-Mason,	Andrew Jackson, Henry Clay. William Wirt, John Floyd,	15	509,097 687,502 530,189 33,108	21 4 1
1836		294	Democratic, Whig,	Vacancies, Martiu Van Buren, William H. Harrison, Hugh L. White, Daniel Webster,	15 7 2 1	761,549 736,656	17 7 2 1
1840	26	294	Whig, Democratic.	W. P. Mangum, William H. Harrisou, Martin Van Buren,	19	1,275,017 1,128,702	23 6
1844	26	275	Liberty, Democratic, Whig,	James G. Birney, James K. Polk, Henry Clay,	15	7,059 1,337,243 1,299,065	17
1848	36	290	Liberty, Whig, Democratic, Free Soil,	James G. Birney, Zachary Taylor, Lewis Cass, Martiu Van Buren,	15	62,3,00 1,360,101 1,220,544 291,263	16

Summary of Popular and Electoral Votes in Presidential Elections, 1789-1888.

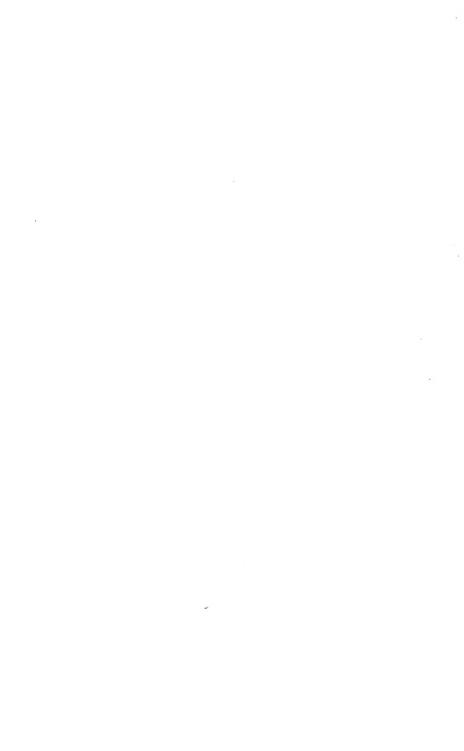
(Continued.

Year.	No of States.	PARIA PARIA		President	States.	Popular Vote:	Elect. Vote.	
1352	31	29h	Democratic, Whig,	Franklin Pierce, Winfield Scott.	27	1,50.,474	254 42	
1556	31	2 361	Free Democracy, Democratic, Republican,	John F. Hale, James Buchanan, John C. Fremont.	19	150,149 1,535,169 1,341,264	174	
1560	33	303	American, Republican, Democratic, Democratic.	Millard Fillmore, Abraham Lincoln, J. C. Breckinridge, S. A. Douglas.	17 11 11 2	574.534 1,566.352 545.7 6 3	150	
1864	30	314	"Const. Union," Republican, Democratic.	John Bell, Abraham Lincoln, George B. McClellan,	3 22 3	1,375,157 559,581 2,216,067 1,505,725	39 212 21	
1765	37	317	Republican, Democratic,	Vacancies, Ulysses S. Grant, Horatio Seymour,	11 26	3,015,074	21. Sc	
1872	37	366	Republican, Dem. & Lib, Rep.,	Vacancies, Ulysses S. Grant, Horace Greeley,	31 6	3.597,070 2,531,079	25t	
			Democratic, Temperance.	Charles O'Conor. James Black, Scattering,		20,405 5,605	0,	
1876	38	360	Republican, Democratic, "Greenback,"	Not counted, R. B. Hayes, S. J. Tilden, Peter Cooper,	21 17	4,033,050 4,254,55	15 15	
1880	35	369	"Prohibition," Republican, Democratic.	Green C. Smith, James A. Garfield, W. S. Hancock,	19	\$1,740 9,522 4,442,950 4,442,935	21.	
1 7 7.1	35	101	"Greenback,"	James B. Weaver, Scattering, Grover Cleveland,	20	306,867 12,57 6 4,911,017	214	
		, , ,	Republican, Prohibition, Labor,	James G. Blaine, J. P. St. John, B. F. Butler,	18	4.845.334 151,800 133,825	186	
1222	38	101	Republican, Democratic, Prohibition, Union Labor.	Benj. Harrison, Grover Cleveland, C. E. Fisk, A. J. Streeter,	20 15	5.441.923 5.536.524 246,406 1.44,605	23, 16	











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